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ABSTRACT

The National Forum on Family Literacy was convened to encourage and facilitate collaboration among programs at the state level to improve the quality of family literacy services. This forum provided an opportunity for state-level representatives of Head Start, Even Start, Even Start Statewide Family Literacy Initiatives, and Adult Education to share common priorities, identify promising strategies and practices, and develop approaches to sharing resources and services. These proceedings capture the "sense" of presentations from the 2001 meeting. Presentation topics range from creating successful collaborations to implementing the latest findings from research. Included are states' experiences in establishing collaborations and building a family literacy infrastructure. Researchers' presentations of implications of their findings on collaboration and on adult education, early childhood education, parent education, and English Speakers of Other Languages are also summarized. The appendix includes shared information from participants on vision statements and reflections, biographies of presenters, the federal statutory definition of family literacy services, a list of general resources, and a list of attendees, with contact information. (KB)

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ED 463 841

Proceedings:

National Forum on Family Literacy— Collaboration and Quality

May 15 & 16, 2001

Orange County Convention Center

Orlando, Florida

Sponsored by
U.S. Department of Health and Human Services, Head Start Bureau
and the U.S. Department of Education, Even Start Family Literacy Program
and the Office of Vocational and Adult Education

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Proceedings:

National Forum on Family Literacy—
Collaboration and Quality

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Foreword

The purpose of the National Forum on Family Literacy was to encourage and facilitate collaboration among programs at the state level to improve the quality of family literacy services. The forum provided an opportunity for state-level representatives of Head Start, Even Start, Even Start Statewide Family Literacy Initiatives, and Adult Education to share common priorities, identify promising strategies and practices and develop approaches to sharing resources and services so that families can be better served.

The agenda for the National Forum was planned by a group of 20 federal and state representatives from the U.S. Department of Education, the U.S. Department of Health and Human Services, Even Start, Head Start State Collaboration Offices, and Adult Education. Initial planning for the forum began in February 2000. Presentations and topics were selected to give participants ideas for improving collaborations at the state level by initiating systematic approaches between Head Start, Even Start and Adult Education. Collaborations between these and other federal and local family literacy programs can form the basis of an infrastructure to support family literacy services at the state level.

The National Center for Family Literacy (NCFL), with valuable assistance from RMC Research Corporation, organized and conducted the National Forum through a grant with the Head Start Bureau of the Administration of Children and Families and the U.S. Department of Education. Grateful appreciation is extended to the National Head Start Association for providing facilities for the Forum at their annual conference in Orlando, Florida.

This was a collaborative project and, as with any collaboration, many people deserve a thank you for their contributions. However, a special thank you is given to Sarah Hughes, RMC Research Corporation, and Rod Botkins, National Center for Family Literacy, for their efforts in preparing this report and to the staffs of NCFL and RMC for attending sessions and collecting the data that resulted in this compilation. The information captured in these Proceedings represents the "sense" of what was said and is not a verbatim record of each presentation. If the reader would like more detail on any of the presentations, please contact the presenter. Contact information is included at the back of the booklet.

The "resources" listed in these Proceedings were, and are, provided for the information and convenience of conference participants. The inclusion of resources, information, addresses or Web sites for particular items in these Proceedings does not reflect their importance, nor is it intended to be an endorsement by the U.S. Department of Education or the U.S. Department of Health and Human Services of any views expressed, or products or services offered.

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Agenda

May 15, 2001

Building on a Common Definition

7:30 am – 8:30 am

Continental Breakfast

8:30 am – 9:00 am

Welcome

Bonnie Lash Freeman, Co-Director, Head Start Family Literacy Project, National Center for Family Literacy

Greetings

Ronald S. Pugsley, Director, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education

Patricia McKee, Group Leader, Even Start and Title I Preschool, Office of Elementary and Secondary Education Programs

Tom Schultz, Director, Program Support Division, Head Start Bureau

Purpose, Overview of Forum

Tom Schultz, Director, Program Support Division, Head Start Bureau

9:00 am – 9:30 am

Small Group Activity – Making Connections

Bonnie Lash Freeman, Co-Director, Head Start Family Literacy Project, National Center for Family Literacy

Sharyl Emberton, Co-Director, Head Start Family Literacy Project, National Center for Family Literacy

Task: Establishing individual and group goals.

9:30 am – 10:00 am

Keynote: "Toward A Common Vision"

Sharon Darling, President, National Center for Family Literacy

10:00 am – 10:30 am

Reflection, Discussion of Keynote

Reflection Questions/Discussion

10:30 am – 10:45 am

Break

10:45 am – 11:00 am

Perspectives from Statewide Family Literacy Initiatives

Christine Dwyer, Statewide Family Literacy Initiative Contract, RMC Research

Effective State Approaches to Collaboration

11:00 am – Noon

Break Out Sessions

Massachusetts

Kathy Rodriguez, Coordinator, Massachusetts Family Literacy Consortium (MFLC)

Karin Elliott, Program Associate, Head Start State Collaboration Project

Louise Eldridge, Administration of Children and Families

Pennsylvania

Don Paquette, Family Literacy Advisor/Even Start Family Literacy Coordinator, Pennsylvania Department of Education

Kathy Yorkievitz, Executive Director, Pennsylvania Head Start Association

Drucie Weirauch, Project Assistant, Pennsylvania Family Literacy Initiative, Institute for the Study of Adult Literacy, Pennsylvania State University

Texas

Dr. Sheila Rosenberg, State Director, Adult Education

Effie Franklin, Program Consultant, Family Literacy Texas Education Agency

Gwen Chance, Governor's Office, Texas Head Start

Wisconsin

Deborah Schmid, Waukesha County Technical College Project Specialist, Even Start

Monica Notaro, Wisconsin Even Start Family Literacy Coordinator, Department of Public Instruction

Julia Herwig, Head Start State Collaboration Project Director

Mary Ann Jackson, Adult Education and Basic Skills Consultant, Wisconsin Technical College System Board

12:00 pm – 1:30 pm

Lunch and Break

Research and Practice

1:30 pm – 2:45 pm

Using Research to Guide Practice: Implications for Family Literacy Programs

Judith A. Alamprese, Principal Associate, Abt Associates, Inc., Bethesda, MD

Judy Kiley, Rochester City Schools, Rochester, NY

Marilyn Box, Mesa Public Schools, Mesa, AZ

2:45 pm – 3:00 pm

Break

3:00 pm – 4:30 pm

Break Out Presentations on Research and Practice

Adult Education

Dr. Tom Sticht, President, Applied Behavioral & Cognitive Sciences, Inc., and International Consultant in Adult Education

Karen Smith, Acting Coordinator, Family Literacy Project, Pima Community College

Early Childhood Education

Dr. Dorothy Strickland, Professor, Graduate School of Education, Rutgers University

Parenting Education

Connie Ackerman, Research Associate, RMC Research

English Speakers of Other Languages (ESOL)

Dr. Gail Weinstein, Associate Professor, San Francisco State University

4:30 pm - 6:00 pm

Reception

May 16, 2001

Moving Ideas to Action

7:30 am – 8:30 am

Continental Breakfast and Greetings

8:30 am – 9:45 am

Dispelling Myths: Panel Presentation and Q&A

Joseph Johnson, Director of Compensatory Education Programs, Office of Elementary and Secondary Education

Tom Schultz, Director, Program Support Division, Head Start Bureau

Patricia McKee, Group Leader, Even Start and Title I Preschool, Office of Elementary and Secondary Education Programs

Ronald S. Pugsley, Director, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education

During this panel presentation, federal leaders of Head Start, Even Start and Adult Education will each address the myths and challenges of funding, accountability, and evaluation. In addition, they will discuss how their agency/program contributes to promoting collaboration. An interactive question and answer session will follow.

9:45 am – 10:00 am

Break

10:00 am – 11:00 am

Table Discussion – State Vision for Family Literacy, and Suggestions for State and Federal Steps Towards the Vision

Based on the previous sessions, state teams will discuss and make a plan of what they would like family literacy to look like in their states by 2005.

11:00 am – 12:00 pm

Closing Activity – Open Floor Discussion and Next Steps

During this open mike session, participants will share their thoughts regarding what they have learned, what messages they want the federal directors to think about, and the next steps they are committing to take as a result of their participation in this forum.

Introduction

In the two years leading up to the National Forum on Family Literacy, developments at the federal and state levels provided an impetus for fostering collaboration in the area of family literacy. At the federal level, a common definition for family literacy was included in the 1998 Head Start Act reauthorization as well as in the Reading Excellence Act, the Even Start amendments and the Adult Education and Family Literacy Act. Another federal development was the creation of the Head Start Family Literacy Project, which began in 1999 with the purpose of strengthening family literacy services within Head Start programs. Also, a total of 34 states have been awarded Even Start Statewide Family Literacy Initiative grants.

These developments at the federal level have created an opportunity for states to work collaboratively to build on the federal definition of family literacy, and to develop a common vision for the delivery of quality family literacy services. Thus, representatives from the Head Start Bureau, Even Start and Adult Education began planning a National Forum on Family Literacy dealing with collaboration and quality. State agency staff who implement family literacy policies that most closely relate to both collaboration and quality were invited to attend the Forum. They included Even Start Coordinators, Statewide Initiative Grant Directors, Adult Education Directors, and Head Start Collaboration Directors.

Speakers from around the nation were invited to address the National Forum audience on topics ranging from creating successful collaborations to implementing the latest findings from research. Speakers included federal agency representatives from Even Start, Head Start, Title I and Adult Education, who encouraged states to work across bureaucratic boundaries to build a foundation for family literacy. Other speakers shared their state's experiences in establishing collaborations and building a family literacy infrastructure. Researchers presented implications of their findings on collaboration and on adult education, early childhood education and parent education, as well as on English Speakers of Other Languages (ESOL).

Building on a Common Definition

Three national leaders, representing the three federal agencies that provide guidance and funding for the majority of family literacy services, opened the National Forum: Tom Schultz, Director, Program Support Division, Head Start Bureau, U.S. Department of Health and Human Services; Patricia McKee, Group Leader, Even Start and Title I Preschool, Office of Elementary and Secondary Education Programs, U.S. Department of Education; and Ronald S. Pugsley, Director, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education.

The message conveyed by all three was clear—the resources for quality family literacy services are available, the common definition is in place, and the opportunity to create quality systems exists. What is missing, however, is a collective vision. Each group represented at the forum works toward the same outcomes for the same families and the work each does impacts the effectiveness of the others. It is important for these agencies and programs to advocate for and support each other. In his opening remarks Tom Schultz said, "We're here as educators to try to find some ways to work together more effectively so programs in local communities can do a better job for the most disadvantaged families and kids in this country."

Schultz went on to say that from the Head Start perspective, the priority is continuing to provide state of the art early childhood education while also offering parent education and Parent and Child Together (PACT) Time and to provide access to adult education for parents. Learning to work together at the state and federal levels is necessary to make this happen. Further, this effort is all the more important as research supports the conclusion that the parent's educational level has a direct influence on the child's educational success.

Patricia McKee said this is a good time for family literacy and early childhood education. "There are some givens now that were not givens ten years ago or five years ago." Among these is the recognition of the importance of the first five years of a child's life in regard to cognitive and early language development and the importance of the parents' role in their children's learning during this time. "There's no debate about the impact of high quality and intensive family literacy and early childhood programs on children's later school success," she said.

Ron Pugsley pointed out that the intergenerational nature of family literacy increases the necessity of collaboration between agencies so that both adults and children benefit from the services. "There has been a surge of activity in the area of family literacy in the past few years and I believe this forum offers us the opportunity to reflect on where we've been, where we are and where we're going," he said.

Keynote Address: Moving Toward A Common Vision

In her keynote address, Sharon Darling, president of the National Center for Family Literacy, spoke of a shared vision of family literacy as she highlighted the challenges of the nation's adult and early childhood education systems.

In order to reach a shared vision and a successful collaboration, each discipline must actively embrace the other's philosophy and strategies, working to find new ways to advocate meaningfully for one another. Each also must understand the other's challenges.

"Twenty percent of adults really do not have the basic skills they need in their roles as parents, workers and citizens, and to fully realize their own goals and the goals of our nation," Darling said. Welfare reform

put stress on an already stressed adult education system to not only educate, but to prepare adults for the world of work as well. Welfare rolls have been reduced significantly, but without a good tracking system in place it is difficult to see how those who have come off the rolls are doing.

In addition, there are a number of people moving into our country who need training in English as a Second Language. This, too, has placed an additional burden on an overburdened system.

Because adult education does not receive the same funding as children's education, "we have to be ever present and say what the parents of this nation need, what the adults of this nation need, and not let the policy leaders off the hook," Darling said.

Though traditionally funded better than adult education, early childhood education also faces challenges. While public interest in early childhood education has risen and the sheer numbers of programs available have grown dramatically, the increased policy attention brings with it new pressures as well. Educators are receiving conflicting messages about what it will take to have every child ready to learn.

Evidenced-based reading research has become a high priority for instruction, but little is being done to translate this research into practice. There is also the lack of a unified approach in the multiple efforts and programs in children's education. The escalating emphasis placed on accountability and student outcomes continues to strain teachers who feel they already are operating at maximum capacity.

Both sides of the family literacy equation are trying to cope in a changing environment, but the research shows us that both adult educators and early childhood educators will more effectively reach their goals if they use a family literacy approach.

The evidence continues to mount. We know the following:

- The primary predictor of how well a child will do in school is the educational attainment of the parent.
- The correlation between poverty and low educational attainment is irrefutable. Many times parents are poor because they do not have the literacy skills to successfully participate in the workforce.
- The emotional bond between parent and child has an important influence on the brain development of that child and the child's subsequent success in school.
- The vocabulary level of the mother is critical in the child's language development and subsequent academic success. Research shows a child's fate may be sealed by age three if that child is growing up in an impoverished household where the mother has a limited vocabulary.
- Quality of child care is important to children's educational attainment, but only half as important as the influence of a parent's educational level.
- Children who are most vulnerable have parents who are most vulnerable.

Family literacy bridges the achievement gap. It helps adult and childhood educators reach their own goals in a way that will sustain the success. And, importantly, it draws on the strengths of both the adult and children's education fields to significantly impact families in a lasting way.

How can adult educators and early childhood educators support each other through a shared vision? Each discipline has an overwhelming responsibility to accomplish its primary mission, but each must stand back—stand in the other's shoes—and bring the two ends of the continuum together. "A shared vision of family

literacy must be inclusive and supportive. It must include proactive accountability and staff development to insure the highest quality services for families. Reaching a shared vision means moving beyond simply giving advice to one another to providing real advocacy for each other—supporting each other's funding, legislation and policy efforts. It is time to work together to serve those families most in need," Darling said.

Resources

- NCFL homepage: www.famlit.org
- *Facts and Figures*, NCFL, January 2001

Perspectives from Statewide Family Literacy Initiatives

M. Christine Dwyer, Vice President, RMC Research Corporation, described a framework for collaborators to use in creating an infrastructure to support quality family literacy programs. RMC Research currently is working with the 34 federally funded Even Start Statewide Family Literacy Initiative grantees to develop these infrastructures. The purpose of the Initiative is to improve and expand family literacy services to economically and educationally disadvantaged families through state-level interagency consortiums.

After six months, RMC Research staff and consultants are starting to see the impact collaboration is having within the states. Building a sustainable infrastructure to support quality family literacy begins with a collective vision among collaborators and includes attention to the workforce, accountability, ongoing resources and demand.

The foundations of the infrastructure needed to sustain quality family literacy services include:

People

1. Developing systems for preparing a qualified work force—Activities may include developing affiliations with institutions of higher education or credentialing family workers. For example, California is working with higher education to develop credit-bearing courses that will eventually count towards state certification.
2. Providing credible, accessible and low/no-cost sources of information and training—Activities may include developing sourcebooks and guides, establishing information clearinghouses and resource libraries, providing conferences and workshops, video conferencing, developing statewide trainings, or establishing Web sites. For example, Texas is establishing a clearinghouse at the University of Texas at Austin and Ohio and Missouri have developed workbooks to guide the development of family literacy programs.

Accountability/Expectations

1. Developing common performance and program standards—Activities may include the development of common definitions of family literacy across funding streams, establishing shared beliefs and common expectations of quality or formalizing recognition of quality programs. For example, a number of grantees have worked with the entire consortium to develop performance indicators, which has resulted in an open dialogue about what are the most important outcomes and ways to reach them.
2. Creating evaluation capacity specific to family literacy—Activities may include setting requirements for evaluators and evaluations, training evaluators in family literacy approaches,

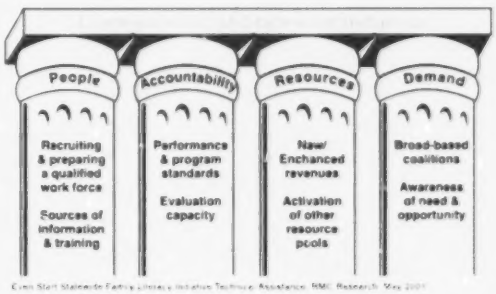
linking performance indicators with program standards, local evaluation and monitoring or building a state-level evaluation. For example, Tennessee has developed a statewide evaluation system to train staff and evaluators to ensure consistency across local evaluations.

Resources

1. Establishing new revenues and/or reallocations of revenue—Activities may include establishment of new state sources of support, activation of existing resources such as Title I, adult education, Head Start, development of demonstration programs that show the value of family literacy or building awareness of available resources. For example, Massachusetts has included community profiles demonstrating the type of funding available in each community by funding source on its Web site.

Demand

1. Broad-based information and support coalitions—Activities may include fostering the development of local community coalitions, building awareness of the staff of statewide public agencies, and developing informational Web sites. For example, New York is working with 10 local communities to build local coalitions and several states have created Web sites dedicated to initiative goals.
2. General awareness of need and opportunity for family literacy—Activities may include the development of public relations materials including public service announcements, videos, or Web sites. For example, Connecticut has sponsored the development of public service announcements promoting the value of family literacy.



Resource:

- www.statewide-initiative.rmcres.com

Effective State Approaches to Collaboration

The Even Start Family Literacy Statewide Initiative grants are designed to foster collaboration within states to create a coordinated structure for the delivery of quality family literacy services. The 34 states awarded these grants have been working to build this foundation by creating collaborations across agencies and across funding streams. Four of the states were asked to share their experiences and strategies in the challenging areas of aligning vision and purpose, accountability, professional development and blending of funds.

Massachusetts

Kathy Rodriguez, Coordinator, Massachusetts Family Literacy Consortium (MFLC); Karin Elliott, Program Associate, Head Start State Collaboration Project; and Louis Eldridge, Administration of Children and Families spoke about Massachusetts' collaborative effort: the Massachusetts Family Literacy Consortium.

The Consortium was created in 1996 and has 36 members including parents, agency representatives, legislators, practitioners, the Head Start collaboration director, and advocacy organizations. Recognizing that families have multiple needs that cannot be addressed in isolation, the consortium was formed to see that all families have access to family literacy and family support services in Massachusetts.

Motivation for working with others is the result of "seeing the big picture," of understanding the whole is more effective than the parts. An important factor in sustaining motivation is developing an understanding of each other's work.

The speaker cautioned that the funding needed to create ideal situations probably never will be forthcoming. Further, dedicated funding sources create dependence. Instead of finding and obtaining "new money" for family literacy, figure out what can be done with what already exists. This means working across funding streams; changing business practices; and permeating the system with family literacy and family support services.

In order to "permeate the system," Massachusetts is:

- Consolidating the MFLC with common goals, objectives and a Memoranda of Agreement.
- Gathering data and information to assess community needs and assets.
- Raising public awareness through activities, events and products.
- Making policy through evaluations, case studies and action plans.
- Establishing local collaborations in "test markets."
- Establishing statewide indicators of program quality for all family literacy programs.

Resources:

- Memorandum of Agreement between the MFLC, ACF, MHSA and MHSSCO: http://www.rmcres.com/esswfi/documents/word/Res_MA_MOA.doc
- MFLC homepage: www.doe.mass.edu/familylit

Pennsylvania

Pennsylvania has long been recognized for incorporating family literacy into state policy. Don Paquette, Family Literacy Advisor/Even Start Family Literacy Coordinator, Pennsylvania Department of Education; Kathy Yorkievitz, Executive Director, Pennsylvania Head Start Association; and Drucie Weirauch, Project Assistant, Pennsylvania Family Literacy Initiative, Institute for the Study of Adult Literacy, Pennsylvania State University, discussed their efforts in embedding family literacy into state policy.

Collaboration in Pennsylvania started at the state level to ensure cooperation of all major agencies/programs from the beginning. Three funding streams are blended to promote quality family literacy services: State Adult Literacy Act, Federal Even Start, and Federal Adult Education and Family Literacy Act. Head Start has been a full participant in collaborating to provide family literacy services and statewide professional development.

Collaboration is an ongoing process that expands and integrates systems and services as appropriate, desired and necessary to achieve a statewide vision. By focusing certain groups of partners around specific issues, rather than getting all partners together for everything, established groups can link with and add partners — then a system and new practices can develop.

A statewide evaluation and performance accountability system has been developed that is used across family literacy programs. Pennsylvania school academic standards and assessments have been cross-referenced with family literacy program standards and curricula for the early childhood component to ensure consistency.

Staff development needs of family literacy providers were integrated into an existing Adult Education Professional Development System.

The Pennsylvania Department of Education contracted with existing, established literacy volunteer programs to train and place tutors so all family literacy programs have tutors for low literacy level adults. Pennsylvania is working with the Department of Health and Public Welfare to educate their staffs about family literacy philosophies and services to better assess, place and serve their clients.

Current initiatives include:

- A "Family Literacy 101" section is being developed to ensure quality start-up across family literacy programs in the state. It will be posted on the Pennsylvania Department of Education Web site.
- State family literacy legislation is expected to be passed this year.

Resource:

- http://www.ed.psu.edu/pafamilyliteracy/programs/consortium.asp

Texas

Dr. Sheila Rosenberg, State Director, Adult Education; Effie Franklin, Program Consultant, Family Literacy Texas Education Agency; and Gwen Chance, Governor's Office, Texas Head Start shared lessons learned from Texas' collaborative efforts to provide family literacy services.

Successful collaborations begin by developing a vision and mission statement. This provides the opportunity for agencies to understand each other and form trusting relationships.

There are six factors affecting collaboration:

- Environment—affects agencies' readiness and willingness to collaborate.
- Membership—must be a manageable size so partners can learn each other's regulations.
- Process and structure—should be flexible, adaptable and designed to facilitate the exchange of ideas.
- Communications—systems must be established to facilitate communication between interpersonal, paper and electronic media.
- Vision—a shared vision will create concrete and sustainable goals.
- Resources—funding including in-kind and human resources support, must be found to continue the collaboration after the statewide initiative grant ends

There are three main benefits of collaboration: delivery of services where they have never been delivered before, i.e., rural areas; resolution of proprietary issues between agencies; and establishment of systematic

and effective means of cost savings. The primary disadvantage of collaboration is it requires substantial time and resource commitments.

A conference in 1994 provided the opportunity for the state directors of Head Start Collaboration and Even Start to design a plan for collaboration. Some of the outcomes included:

- Interagency agreements that allow co-enrollment of children and parents
- Shared transportation, equipment and materials
- Defined responsibilities, common screening techniques and materials
- Joint and cross training and regular planning meetings
- Provision for PACT Time and Parent Time through Even Start

Additionally, transition from Even Start and Head Start to primary grades is now coordinated with the local school districts and parents are oriented about transition. State funds appropriated by the legislature provided for the publication of a transition guide for Head Start participants.

The effort from the state-level in Texas proved successful. State agencies must provide leadership for local agencies collaborating at the local level.

Wisconsin

Deborah Schmid, Waukesha County Technical College Project Specialist, Even Start; Monica Notaro, Wisconsin Even Start Family Literacy Coordinator, Department of Public Instruction; Julia Herwig, Head Start State Collaboration Project Director; and Mary Ann Jackson, Adult Education and Basic Skills Consultant, Wisconsin Technical College System shared their advice on building collaborations.

Wisconsin used their Even Start Statewide Family Literacy Initiative grant as an opportunity to realign their entire education program infrastructure. The Consortium members—the Governor's Office of Literacy and Lifelong Learning, Title I Programs, Technical College System and the Head Start State Collaboration Project—came together to create a common vision for family literacy.

The vision foresees that within five to ten years in Wisconsin:

- Family literacy will be included with all education programs and supported by a statewide infrastructure built by a broad array of committed stakeholders who develop policies that advocate for and coordinate education services for families.
- All educational processes will focus on families in order to ensure individuals can read, write and compute.
- Literacy will increase through families' support of their children's learning and development, as well as through adults' learning.
- All communities will have comprehensive family literacy programs.

Accountability can be challenging because it drains resources that may otherwise be directed toward providing services. However, without a mechanism for accountability, programs cannot demonstrate success. If data collection and analysis become part of program development, the information can be used for continuous program improvement. The following practices have proven helpful:

- Define good performance indicators carefully to make sure "what is counted is what counts" Further, count what is needed to inform progress.
- Develop the capacity to collect and analyze data. At the state level this requires developing resources and time to collect, interpret and use data.
- Measurement tools are problematic; there is not single perfect instrument. Standardized tests must be administered in a standardized fashion. This is important because of the high stakes involved for the programs and the people taking the tests.

Wisconsin is building an early childhood education (ECE) professional development infrastructure to have an associate's degree program in place for Head Start teachers The 1998 Head Start Act requires that at least half of Head Start teachers to have a minimum of an associate's degree by 2003.

Scholarships are available to ECE instructors and administrators working in regulated facilities through Teacher Education And Compensation Helps (TEACH) Wisconsin. The Department of Workforce Development's Office of Child Care has provided more than $2 million for scholarships.

The Wisconsin Head Start State Collaboration Project is helping fund an initiative by the University of Wisconsin System and Wisconsin Technical College System to create a statewide curriculum within the technical college system for an associate's degree program in Early Childhood Education. Eventually a curriculum will be developed leading to a bachelor's degree. The programs will be built around a set of core competencies and credits will be transferable between schools.

There are two challenges to this task: first, early childhood education must be seen as a vital part of the education system and future economy in order to receive the resources necessary for increasing the capacity of degree programs to produce credentialed early childhood teachers; second, early childhood teachers with degrees will expect to be compensated at higher rates. To attract and retain qualified, credentialed individuals, compensation will have to be increased without adversely affecting the quality of early childhood education for those children who need it the most.

Resources:

- Wisconsin Family Literacy Initiative: http://www.wifamilyliteracy.org
- Wisconsin Performance Indicator development: http://www.wifamilyliteracy.org/indicators.html
- National Center for the Study of Adult Learning and Literacy: http://gseweb.harvard.edu/~ncsall/
- Wisconsin PK-16 Leadership Council: http://www.wisconsin.edu/pk16/
- Wisconsin Early Childhood funding streams: http://www.dpi.state.wi.us/dpi/dltcl/bbfcsp/ecflowpg.html
- Wisconsin Early Childhood Education career guide:
- http://www.collaboratingpartners.com/wececgtc.html
- Wisconsin Work Group Articulation Project (aligning Wisconsin Technical College System and the University of Wisconsin System early childhood degree programs): http://www.uwsa.edu/acadaff/align/

Research And Practice

Using Research to Guide Practice: Implications for Family Literacy Programs

Judith A. Alamprese, Principal Associate, Abt Associates, Inc., shared her research on the role of infrastructure development in establishing quality family literacy programs. Quality collaboration and family literacy program implementation begin with a strong infrastructure that includes vision, quality staffing, resources and a knowledge base to guide practice.

The research data was obtained from the Family Independence Initiative and 34 adult education programs located in Washington State. The Family Independence Initiative is a work-focused family literacy program launched in five large metropolitan areas 1997 by the National Center for Family Literacy with funding from the John S. and James L. Knight Foundation. Alamprese stated that the complexity of a comprehensive family literacy program can make implementation on the local level challenging.

Like Sharon Darling and Christine Dwyer, Alamprese agrees the most important elements of making family literacy work at the local and state levels are vision, staffing and funding. There are, however, other elements that are worth consideration. Alamprese identified seven key elements of a organizational infrastructure essential for quality family literacy programs:

1. Leadership—For family literacy to be successful, the program administrator needs to thoroughly understand four-component family literacy. Further, the administrator needs to understand collaboration in order to provide the range of services associated with a comprehensive program. An important concept for the administrators to grasp is what contribution their programs can make to foster a successful collaboration. In other words, ask the question, "Why would anyone want to work with us?"
2. Staff training—Staff must be proficient in providing services in their component as well as understand the other components for a family literacy program to function properly. This requires training.
3. Understanding the needs of the families served—This means defining a target population of participants and using data to understand their backgrounds and needs. In turn, this assessment will determine what services and curriculum are needed and how they should be offered.
4. Collaboration—The grantee organization should be able to implement a service involving multiple organizations or providers. Administrators will have to understand collaboration in order to "sell" the program to each potential partner.
5. Adequate facilities—Adequate facilities are especially difficult for new programs.
6. Adequate funding and support—Improving programs should start with the basics. A solid, integrated four-component program should be in place before moving forward. Many funding problems at the state and local levels are similar. Blending funding requires understanding what is an allowable use for existing funding streams. Existing funding streams are often more flexible in this regard than realized. Further, technical assistance is required in order to identify funding streams, tap them legitimately and incorporate them together in a way that makes sense.

7. A realistic schedule--The start up period for family literacy programs can be especially challenging. Most important, a collaboration cannot be built on an inadequate infrastructure. An adequate infrastructure at the state level should exist to support programs. For collaboration to work, everyone at every agency and organization involved must understand what it is they are doing to support collaboration.

In addition to building an organizational infrastructure at the state level, there are other factors that support service coordination. Here is where understanding a program's target population is vital.

- A community must have sufficient services to support a comprehensive family literacy program. This may be especially difficult for rural programs, where services either do not exist or may be geographically distant.
- Family literacy program staff must be able to communicate with other agencies to coordinate services. This includes follow-up services for families who exit the program.
- Family literacy staff must have a process for identifying the multiple needs of participants and can develop relationships with agencies providing services to address these needs.
- Family literacy staff must have a process for monitoring the progress of participants in receiving support services in conjunction with tracking their progress in the four components. Facilitating integration across the components requires a staff that understands the premise of content integration. Time is required for administrators and staff to meet and plan services.

Before granting funds to family literacy programs, states should ask whether programs have a strategy and resources to support the development of an organizational infrastructure at the local level; whether there is access to the target population for services; and whether support services are available. Other considerations are adequate time and resources to develop the staff and the curriculum. Adequate time is also necessary to develop relationships across agencies for collaboration of the four components and cooperation for support services.

In providing training and technical assistance, operation of the four components and their integration is critical for existing grantees as well as new grantees. Further, technical assistance is ongoing and should be targeted to key areas of difficulty. Technical assistance for individual program components may be drawn from related service systems. For example, training can be obtained from an agency's adult education specialists for the adult education component.

Other key areas for which training and technical assistance may be valuable are the selection of appropriate assessment instruments; collection, analysis, interpretation and use of participant and program data; integration of work readiness in adult education services; processes for addressing participants' social, emotional and personal needs; and processes for providing follow-up and "bridge" services to participants.

Quality collaboration and family literacy program implementation begin with a strong infrastructure that includes: vision, quality staffing, resources and knowledge. Judy Kiley, Rochester City Schools, Rochester, New York, and Marilyn Box, Mesa Public Schools, Mesa, Arizona, responded to Alamprese's presentation from their perspectives as program administrators with many years of experience in family literacy. Building on the conceptual framework presented by Alamprese, Kiley and Box gave examples of how systems have been created at the state-level to support development of strong local infrastructures in New York and Arizona.

Rochester, New York—Judy Kiley

The training and technical assistance system in New York State is multifaceted and far-reaching as it expands and improves family literacy programs. The New York State Alliance for Family Literacy, in conjunction with the National Center for Family Literacy, developed a team of 20 family literacy trainers (nine of whom will be certified NCFL family literacy training specialists) to create a training system for family literacy programs. The team of 20 will develop training modules specific to Even Start to meet the needs of that program.

Additionally, the New York State Alliance for Family Literacy promotes community collaborations by providing support for the development of local alliances for family literacy. Members of the Alliance will work with the community groups to identify and address institutional challenges (i.e. regulations, policies, and accountability requirements).

Programs funded through Even Start participate in a one-day orientation training during their first year and then an additional two days of follow-up after three months of implementation. A peer-mentoring program was established to provide further support to new programs. Established program coordinators spend three days being trained as peer mentors and are then paired with new programs. New York has also established a regional system to support local programs.

There are currently five regional coordinators working with the state coordinator to disseminate information, inform decisions on the state level and provide some technical assistance to local programs.

Mesa, Arizona—Marilyn Box

Arizona's training and technical assistance system is structured around the strengths and assets of model programs and benefits both federally funded Even Start programs and state funded family literacy programs. The creation of a single system to serve both funding streams has created consistency, peer expertise, individualized technical assistance, and a mechanism that separates support from monitoring/compliance. The model programs serve local family literacy programs by providing the following training, technical assistance and support on behalf of the Arizona Department of Education:

- National Center for Family Literacy Implementation Training
- Site visits to each program (2 per year, observation/feedback, action plans)
- Regional workshops (based on observed needs and requests)
- Site visits for staff (match program models, accompany model program staff as appropriate)
- Technical assistance (resources, contacts)
- Facilitate communication (between programs, Arizona Department of Education, evaluators, Auditor General, NCFL, collaborators)
- Training (assessment requirements, family literacy overview sessions for potential collaborators, family literacy "Sampler" for grant writers)

States that are interested in creating a model program system might consider the following questions:

- What is the "model" in your state (expectations for service delivery)?
- Are there programs that exemplify that model?

- How will variations in programs be addressed?
- Are there programs with the capacity to serve in this role?
- Are there resources to support model activities (staffing, ongoing training, delivery of technical assistance services, facilities, travel, etc.)?
- Quality collaboration and family literacy program implementation begin with a strong infrastructure that includes: vision, quality staffing, resources and knowledge.

Research and Practice

The four elements of a comprehensive family literacy program include Adult Education/ESL, Early Childhood Education, Interactive Parent and Child Activities (PACT Time) and Parenting Education. Researchers from the areas of adult education, early childhood education, parenting education and English Speakers of Other Languages (ESOL) were asked to address current research in these core family literacy areas, and presented that research in four concurrent sessions. In two sessions, local program staff provided perspectives that related research to quality practice.

Adult Education

Dr. Thomas Sticht, President, Applied Behavioral and Cognitive Sciences, Inc., and International Consultant in Adult Education, and Karen Smith, Acting Coordinator, Family Literacy Project, Pima Community College discussed how the value of adult education is enhanced when learning is contextualized—connected to every day experiences—whether it is focused on work or parenting and family life.

Sticht presented a history of the adult education and literacy system in the United States beginning with the events leading to passage of the Adult Education Act in 1966. Primary points made about the research and practice in adult education include:

- Low literacy does not imply low aptitude. A strong belief system connected with low literate adults is that they also have low intelligence. That myth pervades policies and impacts staff training and funding decisions.
- Research studies conducted to better understand how adults learn have shown the intergenerational transference of literacy between parents and their children, thus supporting the concept of high return for adult education dollars. Extensive work with adults participating in Wider Opportunities for Women (WOW), a job skill preparation program, demonstrated benefits of adult education and intergenerational transfer of motivation for learning, especially about parenting. As a result, WOW introduced and integrated parenting knowledge with basic skills curriculum.
- The adult education system is marginalized and needs to be moved into the mainstream by: 1) increasing funding, 2) developing better strategies to increase enrollment, and 3) improving the adult education and literacy system. One symbolic move would be to increase awareness by including adult education in graphical displays and presentations of the educational structure in the United States. There will always be a need for an adult education system because there will always be a need to align adult skills with goals of the workforce.

Smith talked about integrating adult education in family literacy programs. One lesson learned in building partnerships between adult education and early childhood education is that both systems share the philosophy and practice of participatory curriculum—building curriculum based on students' (adults or children's) needs, concerns, and interests. Another lesson learned is that integration of adult education provides the core for overlapping family topics, parenting, school, and other family literacy components.

One indication of a strong adult education partnership is that the staffs of both programs have met together with families. To find out what is good in terms of integrated adult education programs, talk with local adult education programs about how curriculum blends with learning styles and interests of families. Also, find out from the state what types of training are available.

Early Childhood Education

Dr. Dorothy Strickland, Professor, Graduate School of Education Rutgers University presented her findings on enhancing children's literacy in family literacy programs.

Early literacy intervention has gained much attention recently due to the research focus on reading skills acquisition during the pre-K years. This is especially important now as more and more parents leave their children in child care while they are at work.

The pattern of school failure is persistent and enduring—children who start behind do not catch up. The focus has now moved from the idea of remediation to prevention and early intervention. Increasing public demands on the education system shape what educators do.

Factors that often are seen as causes of reading difficulties include the following:

- Preschool language impairment
- Limited proficiency in English
- History of reading problems in the family
- Attention Deficit/Hyperactivity Disorder
- Lack of motivation to learn to read
- Low-income neighborhoods
- Ineffective classroom practices

Following are seven lessons from successful intervention programs:

- Early intervention is more successful than extended remediation.
- A systemic program of home support is necessary.
- More time on task has proven beneficial.
- Children must be able to handle materials successfully.
- Careful consideration must be given to the content and nature of learning experiences.
- Individual progress must be monitored on an ongoing basis.
- Professional development for teachers, aides and volunteers is a must.

All this means that we must pay a great deal more attention to teaching literacy skills and we need to start doing this earlier. Family literacy educators should know that for young children, learning to read and write is a process that begins with infancy. It does not wait for kindergarten or first grade. Starting from infancy, everything adults do to promote children's language and literacy is important. Learning to read and write develops concurrently with oral language and what children learn about listening and talking contributes to their ability to read and write. Language and literacy work together.

Children's ability to read and write develops through active involvement and use and their literacy activities need to be appropriate to their age and development. Young children learn best through joyful activities. Young children need to talk, move about, sing and generally interact with others as they learn. Adults should answer children's questions and help expand their world.

Children's cultural and social backgrounds—what they have already learned at home can be used to build literacy experiences. All homes provide something to build on.

Therefore, to foster reading and writing in young children, parents, teachers and other child care providers must:

- Read aloud to children from a wide selection of materials.
- Involve children in a variety of shared reading activities.
- Allow children to respond to reading through art, drama, etc.
- Involve children in activities that help them use the conventions of written language: directionality, wordness, and language used to talk about books and stories.
- Involve children in activities designed to promote awareness of the sounds in the language, the alphabetic principle, and some letter/sound correspondences.
- Involve children in activities designed to help them visually match sentences, words, letters and other symbols.
- Involve children in activities that teach letter names.
- Provide time for independent "reading," drawing and "writing."
- Make a wide variety of print materials available for browsing.
- Provide opportunities for children to acquire an initial reading vocabulary. Start by teaching them to read their own names.

Further, family literacy educators need to know the stages of language and literacy development. Educators need to be able to recognize the difference between linguistic diversity and learning impairment. Children use the language they have heard. Thus, just because children use a foreign language or an English dialect does not mean they should be labeled as having a learning impairment. Children need the oral language base upon which to build written language skills. It is the schools' job to expand the horizons of various cultures rather than limit them by excluding foreign languages and English dialects. Educators can have a great impact on development by modeling correctly. Specific teaching recommendations include:

- Children can learn much about the nature of print and the alphabetic principles during lap reading (story read aloud) in addition to learning during direct instruction. Lap reading teaches children to learn letters and sounds but not how to apply them to print. Children cannot develop phonemic awareness ability without whole language experiences.

- In addition to phonics, semantics, syntax, background knowledge are cues also used to learn to read. Increasing content in children's literacy programs provide children with richer backgrounds on which to build their reading skill.

Recent findings from brain research also are very relevant to the teaching and learning of young children. These findings indicate:

- Experience and environment have strong influence on brain development.
- IQ is not fixed at birth.
- Some abilities are acquired more easily during certain sensitive periods, or "windows of opportunity."
- Learning is strongly influenced by emotions.

Parenting Education

Connie Spencer Ackerman, Research Associate, RMC Research Corporation, presented research on quality parenting education and its correlation with children's literacy competencies and early school success.

In response to a growing body of research on parenting and children's school-related success, parents' interest in supporting their children's development, and the experiences of Even Start programs in providing parenting education, the U.S. Department of Education contracted with RMC to develop a *Guide to Improving Parenting Education in Even Start Family Literacy Programs*. The *Guide* provides a research-based framework and suggestions for strengthening the quality and impact of parenting education services in Even Start and includes the following:

- A content framework for parenting education in Even Start.
- Illustrative practices for putting the content framework into action.
- Suggestions for measuring parenting education outcomes.

The *Guide* is focused on literacy development and children's school success. Many Even Start programs use different parenting education programs, but literacy development can be effectively integrated with all types of programs. This guide is not a curriculum, but rather a research-based framework.

The overall goal of parenting education is to strengthen parents' support of their children's literacy development and early school success. Specific goals for parents fall into five areas:

1. Engage in language-rich parent-child interactions
2. Provide supports for literacy in the family
3. Hold appropriate expectations of the child's learning and development
4. Actively embrace the parenting role
5. Form and maintain connections to the community and other resources for meeting individual and family needs

Parenting education programs are effective when they build on parents' views and circumstances, use multiple and sequenced strategies of instruction, and support connections and high quality across all program components.

To strengthen parents' ability to support their children's literacy development, learning and success in school, family literacy programs can:

- Provide training and technical assistance using the *Guide*.
- Develop a tracking tool for making sure all parts of parenting education framework are covered.
- Develop a manual of literacy-based parenting education activities based on the *Guide*.
- Spread common messages about quality parenting education across partners—Head Start, Even Start, Adult Education, Title I etc.
- Provide joint training for all partners on family literacy services, welfare reform etc.

Reference:

- U.S. Department of Education, Planning and Evaluation Service and Even Start Family Literacy Program, *Guide to Improving Parenting Education in Even Start Family Literacy Programs*, by Douglas Powell and Diane D'Angelo. Washington, D.C.: 2000. Available through www.ed.gov/pubs/edpubs.html

English Speakers of Other Languages (ESOL)

Dr. Gail Weinstein, Associate Professor, San Francisco State University and Sharon Rose McMarr, San Pedro/Narbonne Community Adult School, LA Unified School District spoke about working with bilingual families.

Understanding the diversity within each community is key to meeting the literacy needs of immigrant families. Practitioners should learn about the structure and characteristics of the community where participating families are members, the language, literacy and educational profiles of communities and community members, and the most pressing concerns of adults in their role as parents.

Weinstein has created a list of queries for practitioners to learn more about the diverse families they serve. Such information can be used to improve the program's curriculum, make it more relevant to the learners, and insure it is culturally sensitive.

Within ethnic groups, diversity can abound in a number of ways. While families may share a common region of origin, there may be a great deal of linguistic diversity in that region. Rural/urban differences may accompany educational differences. Religious diversity may differentiate communities as well.

Questions to ask: In what way are families diverse? How are divisions expressed in communities? What are the groups and subgroups?

Communication with community leaders is necessary to learn about families and gain trust. Leaders may be in official positions, such as clergy, or unofficial positions, such as community elders.

Questions to ask: What organizations have a history of service to this community? Who are the key leaders? How can our program enlist their help?

Newcomers to the United States may bring very different ways of identifying family relationships. "Brothers" and "sisters" may not actually be from the same immediate family. To provide a family-focused education program, it is necessary to understand the nature of the family from the family's perspective.

Questions to ask: Who are members of families you wish to serve and how do they define familial boundaries? What are the kin patterns and social networks that influence how people manage? Who are the caretakers for children?

Knowing the history of educational resources families bring will help tailor programming. Some families may have had access to public education in their native counties, while others' educational experiences may have been interrupted or informal.

Questions to ask: What were the educational experiences of families in their homelands? What were the circumstances of flight, and the nature of interruptions in schooling? What is the history of experience with native language literacy?

Some uprooted groups make special efforts to promote oral and written native language development. Other groups are anxious to acculturate as quickly as possible, and encourage children to make the transition to English.

Questions to ask: What are the attitudes towards native language literacy in the community? What are the supports for development and use among children and adults? What are parents' language and literacy goals for themselves and their children? How can your educational efforts support native language development?

Successfully including parents' participation in their child's schooling requires understanding the relationships between teachers, parents and children. Teachers in some groups are responsible for children's moral and spiritual education in addition to academic education. It is considered inappropriate for parents to intervene in any way with the teacher in some cultures. Sociolinguistic rules governing behavior between children and adults may also dictate interactions in the educational setting.

Questions to ask: What is the traditional relationship of teachers and parents in the country of origin for the community you wish to serve? What are the norms for interaction between adults and children in this community? How do your program activities fit (or not fit) these norms? What are possible avenues for adjustment or negotiation?

To respond appropriately to uprooted families, the most important strategy is to take an inquiring stance—to invite community leaders and families themselves to teach you about themselves, their concerns, and to learn together how best to serve their unique educational needs.

Sharon McMarr discussed the impacts of kinesthetic teaching and learning on the English language learners from a local educator perspective. She discussed the difficulty many English language learners have making literacy connections through reading and writing alone. The challenges as practitioners are training staff to use kinesthetic teaching and active learning and using these methods in all four components.

Practitioners should create ways to find out what is paramount to immigrant families. Building on parenting strengths is more successful than explicitly "teaching" parenting. Finding ways to connect to family

traditions, to maintain traditional language and to foster community among learners and the practitioners who serve them give families more ownership of the program. Using multi-language and culture within classrooms provides a rich resource for commonality and ideas for discussion.

McMarr discussed some of the challenges and solutions in program design at her site. Scheduling time for in-class participation was difficult for parents. A distance learning system was created using videocassettes and follow-up, and one-on-one tutoring for parents who could not attend was initiated.

The state's adult education standards have to be taken into consideration when designing a curriculum. Teaching adult learners by topic/interest (rather than be English level) helps meet learner goals.

Student stories provide the richest resource for curriculum. Learner-generated materials are central and the mechanics of language, competencies for daily living, and content information are interwoven in curricula. Curriculum can be developed in thematic units using the learner's lives as the basis for the curriculum and addressing the needs that adults have defined for themselves. Include teaching materials that reflect these concerns.

Provide opportunities to integrate old and new, tradition and change in the classroom. Incorporate discussions on successful and unsuccessful strategies for living into parent education. Allow adult learners to compare how they did things in their native country with how they do things now.

Nurture ways for the generations to share knowledge. Provide opportunities for the children to learn about what life was like in the parents' native country and include community elders in their program. Incorporate folk tales, oral history and other media for transmitting native cultural values into the curriculum. Foster a community among leaders and practitioners. Provide opportunity for collective problem solving among parents. Share lessons between programs. The following matrix may be helpful in incorporating this approach.

Planning for Diversity Discussion Grid

Issues Elements (one model)	How can needs of adults, as they define them, be identified and addressed?	How can native language and culture be supported? How can tradition and change be integrated?	How can community be fostered among learners and practitioners who serve them?
Early Childhood Education			
Adult Education/ ESL			
Parent Time			
Parent and Child Together Time			

Moving Ideas to Action

The National Forum provided a unique opportunity for state-level staff to access representatives from multiple federal programs involved in the administration of funding for family literacy programs. Participants began the morning of the second day discussing with the federal representatives policies on collaboration issues in a session entitled "Dispelling Myths." This session was followed by an open floor discussion.

Dispelling Myths

Joe Johnson, Director of Compensatory Education Programs, office of Elementary and Secondary Education, U.S. Department of Education; Tom Schultz; Ron Pugsley and Pat McKee, were asked to identify what they saw as myths regarding collaboration between agencies specifically and about family literacy in general. Following is a summary of their remarks:

Joe Johnson

Joe Johnson identified four myths surrounding collaboration:

Myth #1: Even Start and Head Start are the only federal programs that support family literacy.

Not only do Even Start and Head Start funds support family literacy, but other federal education programs such as Title I, Part A, can provide funding for family literacy programs as well. Title I, Part A, dollars can be used for the full range of family literacy activities. Even Start programs are models to guide the best application of Title I resources for family literacy. Not only is Title I a resource for family literacy programs, but we encourage states, school districts and schools to use Title I resources, as well as other resources that might be available, for family literacy. In fact, Congress recently changed the Title I law to require states to encourage Title I school districts and schools to offer family literacy services if the students have parents with literacy needs.

Myth #2: Children start to learn to read in the first grade.

Substantial quantities of research say otherwise. Children begin learning literacy at birth. Developmental appropriateness is an issue that relates to method—not subject. Strong literacy components should be infused into early childhood education programs to ensure that when children get to the first grade, they will be ready to achieve at high levels.

Myth #3: Working alone, any one of us can prepare children for first grade ready to learn

To be successful, practitioners will have to find new ways of working together, learning from each other, and building on each other's strengths. The opportunity to serve children and families well is a powerful common factor among agencies.

Myth #4: The most devastating myth of all says collaboration is not possible.

This myth must be debunked. Communities must feel a sense of urgency for change. If people think this is as good as it gets, they don't have any need to question their current path. They don't have any need to

ask, "How can we better collaborate?" "Our presence in the lives of families must help dispel these myths so we create opportunities that liberate the children and families we serve," Johnson said.

Tom Schultz

There are three challenges hindering partnership efforts between Adult Education, Even Start, Head Start, and Title I programs even though they serve similar populations.

Challenge #1: There are different types of people with different perspectives on collaboration.

Everyone has their own perspective on collaboration, but to take collaboration to the next level for providing quality family literacy services those perspectives must be set aside. The forum provides participants with an opportunity to do this.

Challenge #2: Dueling paradigms and budget envy.

Differing perspectives and philosophies can inhibit collaboration. Budget envy is another factor hindering collaboration. Because of the difference between the resources for adult education and early childhood education collaboration is often seen as a drain on already stretched resources. Programs and agencies should be working together rather than competing for these resources.

Challenge #3: Learn each other's policy system.

Partners should better understand each other's mandates. Greater understanding of each other's policy systems would allow identification of areas of flexibility. In meeting these challenges and promoting collaboration from the federal level to provide family literacy services, Schultz said that since 1999, Head Start and the National Center for Family Literacy have been working together on the Head Start Family Literacy Project: a five year commitment by NCFL to provide training and technical assistance to Head Start and Early Head Start to expand their capacity to provide family literacy services. Even Start is also participating in this training and technical assistance project.

Ronald S. Pugsley

Pugsley addressed three myths related to adult education and family literacy.

Myth #1: The myth of compressed learning time.

This is the belief that most learning takes place before adulthood. While this is false, this myth is embedded in and perpetuated by federal and state education policies. To dispel this myth, lifelong learning must be reflected in public policy.

Myth #2: The myth that there are only four elements to family literacy.

There is a fifth element to family literacy, family management. The family management concept accounts for the social service needs of families in addition to their educational needs, and is equally important.

Myth #3: The myth that all programs can do everything equally well.

Not everyone does everything equally well. In other words, Even Start, Head Start, Title I and Adult Education all have their strengths in terms of providing the four components of family literacy services.

Collaborations can build on these strengths, resulting in better services, and thus better outcomes for families.

Patricia McKee

McKee addressed two misconceptions she said she had detected during the National Forum.

Misconception #1: Even Start and Head Start serve different populations.

False. Even Start serves a subset of families that are eligible for Head Start. In Even Start there is a strong emphasis on not just serving families that are economically disadvantaged, but who are educationally disadvantaged as well. The legislative purpose of Even Start is to help break the cycle of poverty *and* illiteracy.

Misconception #2: Programs can't afford to provide quality services.

False. Our families can't afford for programs to provide anything *less* than high-quality services. We know that the quality services Even Start, Head Start and Adult Education need to provide do not come cheap. Families who need family literacy services the most need intensive services of high quality, even if that means reducing the number of families who can be served to meet budget restraints. "What we need to do for these families who need our services the most is to do the best job we possibly can to make those services intensive and high quality," McKee said.

Questions & Answers

On the first day of the National Forum, participants filled out cards with questions for the federal agency representatives. It was not possible to answer every question, but the most prevalent were selected. They focused on accountability and staff qualifications.

Accountability: What are the major features of your agency's performance indicators? How are they to be reported? How will the information be used?

Patricia McKee

The Even Start law requires states to develop indicators of program quality for specific child and adult outcomes. Congress recently amended the law to require states to send their program quality indicators to the Department of Education by June 30, 2001. States are not eligible to receive funding until they are in compliance with this requirement. The Even Start Program has provided many kinds of technical assistance, including through the statewide initiative grants, to help states develop these indicators and comply with this requirement.

The challenge is developing complimentary accountability systems. Such systems would not require over-testing children and parents and creating unnecessary or unreasonable burdens on local programs. Working together to design complimentary accountability systems will prevent states from developing overlapping indicators local programs must report on. This is a challenge also because many Even Start programs have multiple sources of funding, and thus multiple reporting requirements. Our job is to try to make this as sensible as possible and reduce the burden as much as possible. The spirit of all these accountability systems is program improvement and quality.

Tom Schultz

Head Start has created a national framework of child outcomes to complement its long-standing Program Performance Standards and federal program monitoring system. All local Head Start agencies are required to gather information on children's progress and accomplishments in eight general domains of learning and development (literacy, language development, mathematics, science, social and emotional development, approaches to learning, physical health and development) as well as 13 specific indicators in literacy, language development and numeracy. Agencies are expected to analyze and use information on patterns of growth and achievement by groups of children in local program self-assessment and program improvement planning. Head Start's accountability effort does not require collection of outcome data for families or for the full range of family literacy services

Head Start's Child Outcomes Framework can be a resource for family literacy programs seeking appropriate measures in early literacy learning and language development. Head Start agencies are encouraged to work with related state and community-based accountability initiatives to create systems that meet the requirements of their different funding sources and community partners.

Ronald Pugsley

Adult Education programs are mandated by Title II of the Workforce Investment Act to collect data in accordance with the National Reporting System. There are three core elements to the NRS—learning gains for adults, employment opportunities, and securing a high school diploma or its equivalent. The NRS is built on the foundation of the comparability data requirement. In other words, what happens in adult education in one state can be compared to the same outcomes in another.

Also, each state establishes its own level of performance, which is important for those states with large populations of adults with very low levels of literacy proficiency. On a related note, they are aware that the lowest levels of proficiency need to be disaggregated to show gains for preliterate adults. There is no mandate for states using Adult Education funds to provide family literacy services to collect data on family literacy.

Joe Johnson

What is done or not done at the state level will influence the extent that people perceive accountability as just another compliance task or as an opportunity to make real powerful improvements in their programs.

Staff qualifications: What are the staff qualifications requirements for Adult Education, Head Start and Even Start?

Ronald Pugsley

Certification is a critical issue for the field of adult education. Three-quarters of adult education teachers are part-time staff with significant turnover. At the national level, a technical assistance program is being developed to help states leverage discretionary funds for adult education in conjunction with federal funds for staff development.

Tom Schultz

Since the early 1980s, Head Start has required programs to have a teacher with at least an associate's level credential in child development in each classroom. The Head Start Act requires that by 2003 at least half of Head Start teachers will have a college degree in early childhood education at either the two- or four-year level.

Patricia McKee

As of 2000, Even Start has a staff qualification requirement. All teachers and instructional staff who were employed by Even Start at the time the legislation was passed must have an associates degree, bachelor's degree or master's degree in either early childhood education or adult education or elementary and secondary education. They need to meet the state qualifications for teaching in the area in which they are teaching. The majority of the instructional staff have to meet that requirement by 2004.

All new staff hired after December 21, 2000, have to meet that requirement at the time they are hired. States where staff qualification is going to be an issue really should apply for one of the Early Childhood Educator Professional Development Grants.

Statements from the Open Floor Discussion

Following the discussion by the federal agency representatives, the floor was opened to the state teams for their questions or messages.

Don Paquette, Pennsylvania

The Governor of Pennsylvania had many initiatives related to literacy and welfare to work. Agency staff were able to align family literacy with the goals of those initiatives. Wherever it is possible, tie family literacy into those initiatives where it might be successful.

Dell Ford, Oregon

Joint letters from Head Start and child care bureaus have been extremely helpful at the state level because they clarify those funding streams, what their purposes are, and how they can work together.

Patricia McKee, Even Start

Letters are being sent right now to Chief State School Officers, with a copy to Title I State Directors and Even Start State Coordinators based on the amendment in December 2000 to Title I for all state coordinators to encourage their local programs to use Title I money for family literacy. Title I can pay for all of the elements of family literacy programs, including services for children from birth and including adult education when it's not available from other sources. Copies of this letter will be sent to State Directors of Adult Education and Head Start Collaboration Directors for their information as well.

Closing

> "[Family literacy] is bubbling up from the bottom. It's bigger than adult education. It's bigger than Even Start. It's bigger than Head Start. It has to have all of those disciplines to make a difference. It can't just be in one vocabulary or the other. It has to be something we do jointly." – Sharon Darling, keynote address

The National Forum presented the unique opportunity for state and federal representatives of Adult Education, Even Start, Head Start and Title I programs to envision the possibilities collaboration will have for families seeking family literacy services. Ideas, strategies and plans for collaboration and improving quality were shared

The National Forum illustrated that state and federal agencies have made great strides in working together, but there is much work yet to be done. Specifically, the issues of blending funding, accountability, eligibility, credentials and access to social services permeated were concerns that were raised.

The presentations by the states working with the Even Start Family Literacy Initiative grants prove collaboration can work. Quality comprehensive family literacy services can be raised from the infrastructures build by state sand federal agencies working together.

Perhaps the most obvious finding of the National Forum is that the combined efforts of state and federal agencies provide strength and quality in family literacy services that each cannot achieve alone.

National Forum on Family Literacy—
Collaboration and Quality

Appendix

Vision Statements and Reflections

Biographies

Common Federal Statutory Definition of Family Literacy Services

National Forum: General Resources

Attendee List

Vision Statements and Reflections

Participants at the National Forum on Family Literacy were asked to share their thoughts and ideas surrounding their shared vision for providing family literacy services within their states. This information, as well as participants' reflections on the Forum, follow:

A Family Literacy Vision: Common Issues & Themes

As the Forum drew to a close, state teams were asked to discuss their family literacy vision for their state. The following compilation reflects the ideas they provided.

What do you want family literacy to look like in your state by 2005?

- Integrated four-component programs.
- A statewide system of comprehensive family literacy programs.
- Everyone needing family literacy services has access.
- Partnership between Even Start, Head Start and Adult Education at the state level.
- Access to a professional development and training system.

What are the issues and challenges in achieving your vision?

- Differing understandings of what is family literacy.
- Inadequate understanding of eligibility, funding and reporting requirements between Head Start, Even Start, Title I and Adult Education.
- Executive and legislative leaders uncommitted to family literacy.
- Inadequate, inconsistent and complex funding.
- Bureaucracy/system complexity/system fragmentation/silo syndrome
- "Turf" (agencies resistant to collaboration)
- Regulations hindering collaboration.
- WIA Title II, Section 231(d) (Colorado says this special rule prevents AEFL funds from going to provide children's services. True. However, the special rule also states family literacy is an exception to the special rule.)
- Integrating family literacy with the K-12 education system.
- Multiple ECE initiatives competing for attention.
- Multiple systems of evaluation and accountability.
- Time commitment on part of the participants, especially those already in the workforce.

What steps can you take to move toward this vision?

- Improve communication between agencies.
- Common advisory groups for agencies.

- Program-level collaboration for the provision of services.
- Shared training.
- Raise awareness of family literacy among state government, state and local education and human service agencies, and the public at large.
- Joint planning between state agencies.
- Coordinating Even Start, Head Start, Title I and Adult Education.
- Include welfare, workforce development and public libraries.

What resources do you need to help you accomplish this vision?

- Technical support from the state and federal levels
- Resources to build capacity.
- Support from the federal level, governors and first ladies and state agencies.
- Technical assistance and training.
- Time

Reflections on 2001 National Forum: Common Issues & Themes

Forum participants were also asked to share their thoughts and ideas about the Forum, messages for federal administrators, and next steps. Their reflections follow.

What important things did you learn during this forum?

- Even Start requirements
- Identifying potential partnerships
- Better understanding of four elements of family literacy services
- Performance indicators
- Research
- Roles of the collaborating partners
- Better understanding of Even Start and Adult Education (from Head Start perspective)
- What other states are doing with their statewide initiatives

What messages do you have for federal administrators to consider?

- Information dissemination on federal legislation in plain language and in a timely manner
- Consolidate outcome indicators and performance measures among Head Start, Even Start and Adult Education. This is imperative for programs receiving grants from multiple sources
- Encourage collaboration and blending funding
- Streamline funding application processes

- Clear understanding of the allowable uses of federal funding
- If federal agencies want state agencies to collaborate, they need to set the example
- Joint memoranda on collaboration issues (eligibility, funding, accountability) and policies
- Raise awareness of family literacy among Title I directors
- The parent's educational attainment has an impact on the child's
- More visibility for the "No learner left behind" slogan
- Continued funding of the statewide initiatives; two years is not enough time to implement such reforms.
- Revise the enacting legislation of Title I, Head Start, Even Start and Adult Education to enhance integration
- States need technical assistance from the feds on integrating Title I, Even Start, Adult Education and Head Start

What needs to happen next with this forum process?

- State agency leaders from Head Start, Even Start, and Adult Education need more time to meet together (All the players need to be at the table)
- Follow up to the implementation of the next steps identified at this forum
- Regional forums

Do you have any suggestions for future speakers or topics?

- Equal emphasis for adult education and literacy as early childhood education
- Evaluation
- Dialogue format; more interaction between presenters and attendees; a forum is an exchange of ideas, not a lecture
- Funding; blending funds; use of Title I for family literacy
- Research to guide practice
- Examples of success
- More speakers from the service delivery/program level with experience
- Collaboration: How-to, overcoming barriers
- Fewer speakers, more time to work together with guidance
- Need regular annual forums so attendees can plan well in advance and all representatives can attend
- More advanced notice
- Send agenda out ahead of time
- More opportunities for states to share experience with others

- Cross training (ECE for adult education teachers, Adult Ed for early childhood teachers; likewise, Head Start for Even Start and Adult Education administrators and visa versa)
- Identifying potential partners for collaboration
- Securing money from state legislatures
- Invite Maurice Sykes, Washington, DC, systems change and school reform
- The federal leaders must be there every time
- More sharing between state agencies and between states themselves
- More information about Arizona
- Let states select a delegation of agency representatives to attend
- Brainstorming, focus groups and other interactive activities are more effective than lectures
- 'Have the Q&A on the first day. Allow the following day to implement

Biographies

Connie Spencer Ackerman joined RMC Research Corporation in the fall of 2000 after thirteen years in the Ohio Department of Education, where she served as a supervisor of adult basic education programs, Even Start state coordinator, and coordinator of the state superintendent's family-school-community partnership initiative. The initiative was recognized by the National Center for Family, School, and Community Partnerships at Johns Hopkins University as one of two outstanding partnership programs in the nation. Connie led the development of Ohio's proposal for a statewide family literacy initiative in 1996, the year that the first five initiatives received federal funds. She served on the panel that developed the Guide to Quality for Even Start Family Literacy Programs as well as the national panel that developed Model Indicators of Program Quality for Adult Education Programs. Prior to working in Ohio, Connie supervised adult basic education programs in Eastern Kentucky and provided training for the first cadre of ABE teachers working in PACE, the nation's first family literacy model.

Judith A. Alamprese is a Principal Associate at Abt Associates, Inc. in Bethesda, MD, where she is directing a number of research and evaluation studies in adult basic education as well as K-12 education. Her current work in family literacy includes a follow-up study of the families that participated in the NCFL Family Independence Initiative, a process study of Washington State's Families That Work program, and an implementation study of the Head Start Family Literacy program that is being conducted by NCFL. In addition to her work in family literacy, Judy is directing a national study of first-level ABE learners and is providing technical assistance on leadership development to the state directors of adult education under a project supported by the U.S. Department of Education's Division of Adult Education and Literacy.

Marilyn Box is an Early Childhood Specialist for Mesa Public Schools in Arizona with over twenty-five years of experience in the education of young children and their parents. She is the director of the Family Tree Project, coordinating state, federal and corporate grants to provide family literacy services to approximately 100 families each year. Marilyn is a member of the NCFL Certified Trainer cadre, and works with family literacy programs throughout Arizona and across the country.

Jean Carter is a senior training specialist with the National Center for Family Literacy (NCFL) and director of North Carolina Operations. Ms. Carter has experience as a classroom teacher, Title I reading teacher, and Federal Programs Director at the local school system level. She has ten years experience in the North Carolina State Department of Public Instruction as a Title I Consultant and Early Childhood Specialist. She was named State Coordinator for the Even Start Family Literacy Program in 1991 and remained in that position until leaving in September 1995 to establish the North Carolina Center for Family Literacy. Ms. Carter has provided extensive technical assistance and support to family literacy programs across the country. She has also provided assistance to communities in forming collaboratives, developing, and implementing family literacy programs.

Sharon Darling is the president and founder of the National Center for Family Literacy (NCFL) located in Louisville, Kentucky. NCFL is internationally recognized as the leader in the field of family literacy, and is well known for placing family literacy—parents and children learning together—on the agenda for social change. As a pioneer in education, Ms. Darling serves as an advisor on education issues to governors, policy makers, business leaders and foundations throughout the nation. Her work has been instrumental in shaping state and federal policies and laws that address critical societal issues. Ms. Darling serves on numerous national boards, and has received much recognition for her pioneering achievements, such as the Albert Schweitzer Prize for Humanitarianism, and the Harold W. McGraw Award for Outstanding Educator. She has received several honorary doctorate degrees for her contributions to education and has been featured on the Arts & Entertainment television network's series, *Biography*.

M. Christine Dwyer is senior vice president at RMC Research, a national firm known for its work in technical assistance and evaluation for education and human service programs. Chris has worked with Even Start family

literacy in a variety of capacities since the inception of the federal program and is the author of the widely used *Guide To Quality* and the new publication *Building Strong Foundations in Early Childhood Education*. With her RMC colleagues, she has supported a number of states in their work on local evaluation, and more recently in the development of performance indicators. Other related work included policy evaluation in the areas of adult education, early literacy, and early childhood. Her academic work was in political science, early childhood education, and educational evaluation and administration.

Sharyl Fried Emberton is a Director, Special Projects/Training, National Center for Family Literacy, where she leads the Family and Child Education Project, a family literacy program for American Indian families funded by the Bureau of Indian Affairs, and is Co-director of the Head Start Family Literacy Project. Sharyl has worked with families and young children for more than 25 years. Beginning with volunteer work in Eastern Kentucky for summer Head Start, she later was a Head Start Family Service Worker, and worked her way up the career ladder to coordinate Health, Nutrition, Special Education and Family Services. She has provided family literacy and other training and technical assistance services to a diverse group of participants from Head Start, tribal programs, public schools, libraries, community-based organizations, parent groups, higher education, and child care providers.

Bonnie Lash Freeman is a Director, Special Projects/Training, National Center for Family Literacy. She is currently serving as Director, Head Start Family Literacy Project. Her work in the field of family literacy spans the last ten years. She has been a Core Team member of the National Head Start Parent Involvement Training project; Project Manager for the Family Literacy Corps, an AmeriCorps project; Project Manager and principle trainer on NCFL's Head Start family literacy work in South Carolina; and lead trainer for the Family Independence project funded by the Knight Foundation. This project and the recent South Carolina work focused on developing family to work adaptations of family literacy programming.

Dr. Joseph Johnson, Jr. became Director of Compensatory Education Programs, Office of Elementary and Secondary Education with the United States Department of Education on March 12, 2001. For the past six years, Dr. Johnson was the Director of District Support and Services at the Charles A. Dana Center at the University of Texas at Austin. In that role, Dr. Johnson organized and directed studies of high-performing/high-poverty schools and districts. The lessons learned from these studies were used to shape technical assistance and other support efforts that are helping Texas schools improve academic results. Dr. Johnson co-directed Texas' Comprehensive Regional Assistance Center (the STAR Center). As well, he provided oversight leadership to the Texas Center for Accelerated Schools, the Texas AVID Center, the Texas Office for the Education of Homeless Children and Youth, the Texas Head Start Collaboration Project, and the Texas Education Improvement Network

Judy Kiley has worked in the field of family literacy for the past ten years and has participated in program design, implementation and research for the National Center for Family Literacy. She works for the Department of Workforce Preparation, Rochester City School district in Rochester, New York and is currently working with a Toyota Families in Schools grant and a new Even Start grant collaborative.

Patricia McKee is a group leader in the Title I Office/ Office of Elementary and Secondary Education, responsible for the Even Start Family Literacy Program, Title I preschool programs, and Parent Involvement. Before joining Title I, Pat managed the Fund for the Improvement and Reform of Schools and Teaching and the Blue Ribbons Schools Program. She was a Title I teacher and reading specialist before joining the Department.

Sharon Rose McMarr, who holds a Masters degree in Educational communications and Technology from the University of Pittsburgh, has been an educator for over 30 years, teaching in junior and senior high schools, universities, and, for the past 13 years, in the Los Angeles Unified School District, ESL, at San Pedro/Narbonne Community Adult School. Her program experience encompassed Family Literacy in 1992 under a grant from the Toyota Family Literacy Program. She is currently a lead teacher in an evening Toyota Families in Schools Program. Sharon was selected as the Toyota National Family Literacy Teacher of the Year 2000.

Ronald S. Pugsley is the Director of the Division of Adult Education and Literacy in the Office of Vocational and Adult Education, where he is responsible for administering programs authorized by the Adult Education and Family Literacy Act of 1998.

Tom Schultz is Director of the Program Support Division of the Head Start Bureau, where he works on initiatives to improve Head Start program quality, outcomes, and connections with other preschool and childcare programs.

Karen Smith is the Coordinator of the Family Literacy Project, Pima Community College Adult Education, in Tucson Arizona. She has been with the family literacy project for 10 years, 4 years as an adult educator, and 6 years as an Assistant Coordinator and Trainer, and now as Coordinator. Before joining the family literacy program, Ms Smith was an adult educator with Pima County Adult Education, teaching ESOL to refugee and immigrant families. She has also taught in Mexico and did teacher training in California.

Dr. Tom Sticht is an International Consultant in Adult Education. He has served as President and Senior Scientist at the Applied Behavioral and Cognitive Sciences, Inc., Associate Director of the National Institute of Education (NIE) in Washington, DC, and Visiting Associate Professor at the Harvard Graduate School of Education. Dr. Sticht has been awarded the International Reading Association Albert J. Harris Award for outstanding research on the assessment of learning disabilities of adults and elected to the IRA Reading Hall of Fame. In 1997, the Reading Research Quarterly reported that the works of Paulo Freire and Thomas Sticht were the two most influential lines of research affecting adult literacy education in the last thirty years. His work has appeared in Newsweek, the Wall Street Journal, New York Times, Washington Post, USA Today, and in London, The Times, Daily Mail, and The Guardian.

Dr. Dorothy Strickland is the State of New Jersey Professor of Reading at Rutgers University. She was formerly the Arthur I. Gates Professor of Education at Teachers College Columbia University. A former classroom teacher, reading consultant and learning disabilities specialist, she is a past president of both the International Reading Association and the IRA Reading Hall of Fame. She was the 1998 recipient of the National Council of Teachers of English Award as Outstanding Educator in the Language Arts and the 1994 NCTE Rewey Belle Inglis Award as Outstanding Woman in the Teaching of English. She has numerous publications in the field of reading/language arts. Her latest publications are *Teaching Phonics Today and Beginning Reading and Writing*.

Dr. Gail Weinstein is a Professor of English at San Francisco State University with a specialization in TESOL and Adult Education. With a Master of Science degree in TESOL and a doctorate in Educational Linguistics, Dr. Weinstein has nearly two decades of experience in training professional TESOL teachers, designing and directing intergenerational programs, and consulting with family and community projects across the nation. Dr. Weinstein has spent the last decade exploring the role of language in literacy and intergenerational relationships. She has written widely on family literacy for Even Start, TESOL, and Bilingual Education venues. Her adult ESL textbooks, as well as professional books, all ultimately address how our work as educational professionals can heal rather than divide the generations

Dr. Akeel H. Zaheer is Vice President of Knowledge Development and Innovation at the National Center for Family Literacy (NCFL). He has an M.A. and a Ph.D. in Chemistry. He joined NCFL in 1995 to develop a national network of family literacy training and technical assistance. As Vice President of Knowledge Development and Innovation, he oversees a wide range of new and emerging services and initiatives, research and evaluation, and publications. Prior to joining NCFL, Dr. Zaheer served as the Director for Teacher Education and Certification in Kentucky for 10 years. In this capacity, he was responsible for supervising and managing the credentialing of all public school personnel and the accreditation of teacher preparation programs at colleges and universities in the state.

Common Federal Statutory Definition of Family Literacy Services

The term "family literacy services" means services [provided to participants on a voluntary basis] that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

(A) Interactive literacy activities between parents and their children.

(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

(C) Parent literacy training that leads to economic self-sufficiency.

(D) An age-appropriate education to prepare children for success in school and life experiences.

Section 203(7) of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, 20 USC 9202(7), signed into law August 7, 1998 as Public Law 105-220; section 637 (3) of the Head Start Act, Title VI, Subtitle A, Chapter 8, Subchapter C of the Omnibus Reconciliation Act of 1981 as amended, 42 USC 9832(3); Section 14101(15) of the Elementary and Secondary Education Act of 1965, 20 USC 8801 (15), as added by the Literacy Involves Families Together (LIFT) Act, signed into law Dec. 31, 2000 by Public Law 105-554 (governing numerous federal elementary and secondary education programs, including Title I Part A, migrant education (Title I Part C), Even Start, and the Reading Excellence Program). The bracketed language in the definition above is included in the Elementary and Secondary Education Act definition of "family literacy services" but is not included in the Adult Education and Family Literacy Act or the Head Start Act definitions of that term.

National Forum: General Resources

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U.S. Department of Education, Planning and Evaluation Service, *Building Strong Foundations for Early Learning: Guide to High-Quality Early Childhood Education Programs*, by M. Christine Dwyer, Robin Chait and Patricia McKee. Washington, DC: 2000.

U.S. Department of Education, Planning and Evaluation Service and Even Start Family Literacy Program, *Guide to Improving Parenting Education in Even Start Family Literacy Programs*, by Douglas Powell and Diane D'Angelo. Washington, DC: 2000.

Note: U.S. Department of Education publications may be ordered from EdPubs at 1-877-433-7827 or on the Internet at www.ed.gov/pubs/edpubs.html. Head Start publications are available from the Head Start Publications at 1-866-763-6481 or on the Internet at www.headstartinfo.org.

Web sites

U.S. Department of Education, Compensatory Education Programs and Title I (including the Even Start Family Literacy Program):
http://www.ed.gov/offices/OESE/CEP

U.S. Department of Education, Office of Vocational and Adult Education:
http://www.ed.gov/offices/OVAE/Adult Ed/

U.S. Department of Education, Office of Migrant Education:
http://www.ed.gov/offices/OESE/MEP/

U.S. Department of Education, Office of Vocational and Adult Education, Adult Education and Literacy Programs and Funding:
http://www.ed.gov/offices/OVAE/adusite.html

US Department of Education Funding Opportunities
http://www.ed.gov/funding.html

US Department of Health and Human Services, Head Start Program:
http://www2.acf.dhhs.gov/programs/hsb/

The Head Start Family Literacy Project:
http://www.famlit.org

National Adult Education Professional Development Consortium:
http://www.naepdc.org

RMC Research Corporation's Even Start Statewide Family Literacy Initiative summaries:
http://www.statewide-initiative.rmcres.com

The Family Literacy Policy Project:
http://www.famlit.org/flpp

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